



Safe Routes to School: Creating an Action Plan

Instructions

Please read these instructions before completing the Action Plan.

Creating the Action Plan is the first step in the application process for Oregon Safe Routes to School funding, for both Infrastructure (engineering) and Non-Infrastructure (education and outreach, enforcement and evaluation) projects and activities for schools serving any grades from kindergarten up to 8th grade.

Who develops the Action Plan?

The Action Plan is created through a team-based process. With the conclusions drawn from the collected information, the team will be able to recommend priority projects and activities that the school, municipality and community can advance to promote safe walking and bicycling to school.

The template begins on Page 8.

SECTION 1: School information (for schools K-8)

The Plan is site-specific for your project. This section includes basic information about the school, including location, enrollment, and contact information for the Safe Routes to School Action Plan.

SECTION 2: Forming the School Team

The team is made up of a minimum of *three key partners*: the school principal; a parent who represents or has the endorsement of the school parent organization; and city, county or state staff representing the local road authority. An additional member should be a member of the local traffic safety committee, if one exists.

Additional community partners, whose backgrounds and affiliations represent a wide range of interests and expertise related to SRTS, should be included later in the planning process:

School representatives – PTA/PTO/site council member; principal and/or other school staff such as nurse and/or PE teacher; students; district transportation coordinator; district facilities management *especially* if school property/buildings/maintenance will be an issue; school board member; safety patrol coordinator; bus driver; school crossing guard; etc.

Local government -- Council or commission member; transportation or traffic engineer; public works representative; traffic safety committee member; local planner; law enforcement, emergency medical services or fire department; bicycle/pedestrian advisory committee; municipal or regional transit agency if applicable; etc.

Community representatives -- neighborhood or community association members; chamber of commerce or business associations; bicycle/pedestrian advocates; public health professionals; local stakeholder community groups and non-profit organizations; rail, trucking industry representatives, if applicable; media or marketing representative; etc.

SECTION 3: Assessing the modes of student travel

There are a variety of possible activities that have provided past grant recipients with valuable information about the ability of students to walk and bike to and from school. These are the assessments required for the Oregon process:

- Mapping
- Walking and biking the routes within 1 mile of the elementary school (1.5 miles of the middle school)
- Surveying students and parents

Note: additional support information may be needed to support the projects proposed in your Infrastructure Application (e.g., traffic counts, crash data, speed studies, etc). The team should rely upon the recommendations of local experts to determine what information may be needed.

Mapping

To understand the conditions around or on the school property, bring the team together to a mapping and brainstorming session where they can give input on conditions and possible solutions, in addition to helping to determine the best current and/or future routes (within one mile walking distance from residential neighborhoods to the elementary school, 1.5 miles of the middle school).

In preparation for the session, work with your school district and/or the local public works department to create **scatter maps** that indicate concentrations of where students live. Scatter maps provide useful information about the numbers of students living within the quarter-mile, half-mile, one-mile, and two-mile distances from the school site. They also bring forward where students live in relation to physical barriers (e.g., state highway, local roads, bridges, train tracks), shopping and food outlets, playing fields and community centers.

You may wish to include others who understand the travel habits of the students, such as the school crossing guards, law enforcement, school bus drivers, and other parents and students.

City maps may be found at: <http://egov.oregon.gov/ODOT/TD/TDATA/gis/CityMaps.shtml>

Maps may also be found at your school district website; Google.com; earth.google.com; Yahoo.com; Mapquest.com; or from your local public works department. **Please include copies of the maps as a supplement to this Plan.**

Walk and Bike Assessment

Once the team completes the mapping exercise, the team should walk and/or bike the routes to identify physical barriers. The team may want to follow their own format in assessing the “walkability” and the “bikeability” of the immediate school neighborhoods, or they may wish to use the linked checklists on the National SRTS Program website, under “Education:” <http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf> and <http://www.saferoutesinfo.org/sites/default/files/bikabilitychecklist.pdf> . Concentrate on streets you believe are critical to walking or bicycling to school, including parks, bike lanes, walkways or trails, and other public right-of-way facilities if they are or could be used by students to travel to and from school.

Walkability questions to consider: Are the sidewalks, paths and/or trails on school property connected to logical residential neighborhood access points? Is there room to walk? Are there sidewalks, or shoulders where there were no sidewalks? Are you able to cross safely where you can see and be seen by drivers? Does it feel safe to walk? Can students safely and conveniently reach unlocked school entry doors from these locations?

SECTION 3: Assessing the modes of student travel, continued

Pedestrian safety questions to consider: Does the school provide safety information and/or participate in events that promote safe walking and physical activity such as International Walk and Bike to School Day or walk-a-thons? Is there pedestrian safety guidance given to students who cross with the School Patrol or Adult Crossing Guard?

Bikeability questions to consider: Do you have safe bicycle routes? Are there paths, trails, wide sidewalks, low-traffic streets, bike lanes or good shoulders to ride safely with traffic? Does it feel safe riding with traffic? How was the surface that you rode on? How were the intersections that you rode through?

Bike safety and security questions to consider: Are visibly-placed bicycle racks available to students at the school? Are there enough to accommodate an increase in bicycles? Can students easily and safely access them? Are they sheltered from the weather? Are bikes in a secure location? Are there opportunities for students to learn about bicycle safety? Are students involved in after-school bike clubs or teams? Is helmet use encouraged?

Data Collection

It is vital to understand the travel patterns of the students at the school. An initial step in the assessment process will be to query the students and their parents about how their students arrive and depart from school. In order to collect consistent data, the Oregon SRTS Program has adopted two forms from the National Center for Safe Routes to School, the Student Travel Tally and the Parent Survey.

Detailed information and instructions for using the forms are found at <http://www.saferoutesinfo.org/data-central/data-collection-forms>

Student Tally

Teachers or volunteers will use this form to record specific information about how children arrive and depart from school. It is a hand-raise tally, conducted in each classroom (takes about 5-7 minutes to complete) for two days within one week (not on a Monday or Friday). The form for the tally can be downloaded from the National SRTS Program website: <http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>

If you need assistance in setting up an account, contact Julie Yip, Oregon SRTS Manager, 503-986-4196. Once data is entered, a downloadable summary report is immediately available at the same site.

Parent Survey

The Parent Survey collects information about factors, beliefs and attitudes that affect parents' decisions about their children walking and bicycling to school. The survey results will help your Team determine how to improve opportunities for children to walk or bike to school. Not only will the collected information allow comparison with the student tally results, but parent comments and identified concerns can lead to more involved discussion (potentially through focus groups) and evaluation (utilizing school team members such as from public works, health department, neighborhood associations, law enforcement).

For online and downloadable options of the Parent Survey, visit <http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey>. If you need assistance in setting up an account, contact Julie Yip, Oregon SRTS Manager, 503-986-4196. Once data is entered, a downloadable summary report is immediately available at the same site.

SECTION 3: Assessing the modes of student travel, continued

Optional work to Section 3:

Additional Data Collection Activities

The following list includes other activities that have provided past grant recipients with valuable information about the ability of students to walk and bike to and from school. Please provide the results of any optional assessments conducted for the Plan.

Photographs and / or videos – tell the story that students do walk and/or bike to and from school. Take pictures or footage during BOTH arrival and departure times at the school. Decide in advance where the best vantage points will be to shoot the pictures to capture the representative images. Record locations and street directions, time of day, date. Present the pictures in an order that confirms your narrative and tells the story.

Interviews

School patrol or adult crossing guards; pupil transportation providers (school bus drivers, bus dispatchers); local law enforcement; local traffic or roadway engineers familiar with the transportation system around the school

Observational survey

The School Team may wish to confirm the results of the Student Tally or may wish to do actual on-site observations of how students arrive and leave school.

This is a simple “tick mark” tally done by volunteer observers with clipboard and survey sheet at these areas:

- the school’s bike rack area, if one exists
- at the crosswalks or pathways adjacent to the school
- at the bus and/or auto pick-up/drop-off area.

It is recommended that observations be made at least 15 minutes before the start of school until ten minutes after the bell rings. Reverse the process for after school. The observers record tick marks for each student observed as a Walker, Bicyclist, Other (for scooter, skateboard, in-line skates, wheelchairs), school or public bus rider, or motor vehicle rider. This should be repeated the same day at the end of school when children are leaving. Make sure the survey is dated, location noted, weather conditions noted, and the time periods of the survey.

This could be conducted for at least two days during a single week, not on Monday or Friday. The street assessments may bring up questions about the motoring environment on certain streets.

Traffic volume counts, posted speeds and actual speeds may be obtained from law enforcement or the local public works department to track motorist speeds and monitor traffic volume counts.

Traffic crash data may be obtained from your local public works department or the ODOT Transportation Safety Division Traffic Records Program. Crash data may also be available from your local law enforcement agency.

Crosswalk information may also be obtained from the School Safety Supervisor, school patrol members or adult crossing guards.

SECTION 4: Summarizing the findings

Using the information gathered in Section 3, it is now time for the School Team to analyze the collected maps, walking and biking audits and survey evaluation results to identify the barriers and hazards to children walking and bicycling to the school. Include:

- A list of physical barriers and hazards. (Examples: broken and uneven sidewalks; overgrown vegetation; narrow gravel shoulders and no bike lane or sidewalk on approach to school; in crosswalk from school, left or right-turn conflicts when pedestrians have the signal; school parking lot needs better pedestrian flow; bike racks in bad shape, not enough...)
- Evidence that there are households with students enrolled at the school who live within the mile walking distance for elementary school, or the 1.5 mile distance for middle school, who will benefit from proposed infrastructure enhancements. (Examples: printed scatter map, a map with hand-applied stickers showing enrolled students, correspondence from Pupil Transportation regarding households within the catchment area of school, etc.)
- A list of education/encouragement/enforcement barriers and hazards. (Examples: no crossing guard or school patrol at crosswalk across busy street; traffic exceeds 20 mph of school zone; walkable neighborhoods but parents prefer to drive students to school; no pedestrian safety information provided at school; no local enforcement.)

SECTION 5: Identifying the solutions and creating the Action Plan

Now that the issues have been identified, the School Team is ready to recommend solutions that make up the Action Plan. The expertise of the different School Team members and other interested parties and stakeholders will be especially valuable.

Careful consideration must be given for each SRTS component:

- *Engineering* – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways. Engineering strategies are best used in conjunction with the remaining E's. Engineers typically like problem statements, not solutions. Your team identifies the problems; let the professionals suggest operational fixes.
(Resource: National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> ; search the keyword, "engineering.")
- *Education* – Teaching children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, proper walking and bicycling behaviors, and launching driver safety campaigns in the vicinity of schools.
(Resource: the Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> and the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/>.)
- *Encouragement* – Creating events, activities and ongoing programs to promote walking and bicycling and providing safe opportunities for parents and students to travel together and inspire each other.
(Resource: the Oregon SRTS webpage, www.oregonsaferoutes.org ; at the national level, the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search under the keyword, "encouragement.")

- *Enforcement* – Partnering with local law enforcement to ensure traffic laws are obeyed within the 2-mile vicinity of schools (this includes enforcement of speeds, yielding to pedestrians and bicyclists on the road and in crossings) and initiating community enforcement such as crossing guard programs.
(Resource: visit the Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> for local examples; visit the National Center for Safe Routes to School webpage, <http://apps.saferoutesinfo.org/lawenforcement/> .
- *Evaluation* – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).
(Resource: visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and type in keyword “evaluation.”)

Guidance on the 5 E’s is available online from the National Center for Safe Routes to School, <http://www.saferoutesinfo.org/guide/index.cfm>

SECTION 6: Submitting the Action Plan

Submit this completed document and all supplemental materials along with the Application for the Oregon Safe Routes to School Funding.

Implementation

Now that the School Team has completed and submitted the Action Plan, it is time to take action.

The process through which the Action Plan was created has given your new Safe Routes to School Task Force a chance to find out what resources and stakeholders are available to help achieve success. Even before your application is reviewed and possibly funded, there are undoubtedly activities that can begin immediately using existing staff, volunteers and resources.

In addition, the Safe Routes to School funds currently available from the federal government are most likely not enough by themselves to solve all of the needs of every Oregon community. They are intended to be a catalyst to build relationships, complete demonstration projects and show success, which will then inspire communities to find other resources.

Below are some of the tactics other communities have used to start a program without a large budget, or before acquiring dedicated Safe Routes to School funding:

Engineering

While there may be large projects that need to be funded, there are certainly smaller projects and activities that can be done without major funding. In fact, Safe Routes to School practitioners have found that it is often the smaller projects that can lead to early success, since they do not require lengthy planning and design phases, and can be integrated into a short program timeline.

Examples include: curb and crosswalk striping, minor repairs, pruning, signage, walking/biking route maps, arrival/departure improvements, bike racks, advanced limit lines, school zone changes, etc.

Various resources may already be accessible through local and state agencies. If agency staff are members of the School Team, they may have already offered help with certain projects.

Sometimes it is a matter of the “squeaky wheel getting the grease.” Some projects may have already been planned, but just need to be fast-tracked.

(Resource: visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search the keyword, “engineering.”)

Encouragement

If physical improvements are needed before children can safely walk or bike to school on a particular route, promote and/or organize fun walking and biking activities before, during or after school right on the school grounds or to/from an area nearby. These events and activities will help build excitement for walking and biking, so that when physical improvements are completed, there will be a ready audience of users.

Encouragement events will provide opportunities for students, parents and others to better understand local conditions, and to experiment with route options. This information can be used to develop a system of routes which can help define where engineering and enforcement work should take place. Maps can be created and made public when improvements are made.

Many parent barriers to walking and biking are based on personal safety, convenience and time. Also, with the rise in childhood obesity, walking and biking to school can be promoted as a solution to an inactive lifestyle. Encouragement activities are ideal for addressing these issues, in addition to creating community cohesiveness by bringing parents and neighbors together to help walk or bike kids to and from school. There is safety in numbers, especially when kids are accompanied by a trusted parent or other adult volunteer.

(Resource: for examples of local encouragement, visit the Oregon SRTS webpage, www.oregonsaferoutes.org , and at the national level, visit the National Center for Safe Routes to School website, <http://www.saferoutesinfo.org/program-tools/search-resources> and search under the keyword, “encouragement.”)

Education

Classes or safety events such as bike rodeos, Safety Town, etc. are relatively inexpensive, and can be provided by school teachers, local volunteers or community groups such as bike clubs or university students, and by agencies such as police, health and fire departments.

Education events can also encourage students and parents to walk and bike to school.

(Resource: Oregon Safe Routes to School website, <http://www.oregonsaferoutes.org/> ; National Center for Safe Routes to School website, [http://www.saferoutesinfo.org/.](http://www.saferoutesinfo.org/))

Enforcement

Local police officials who are members of the School Team may be able to provide police services, or even additional services to help the Safe Routes to School effort. They may also be able to tell you how to get services from their department, or may advocate for services on behalf of the School Team.

Police services may not need to be funded through the Oregon Safe Routes to School program, since they may already have a local dedicated funding source.

More information on the Safe Routes to School and the 5E's of Education, Encouragement, Engineering, Enforcement and Evaluation can be found on the National Safe Routes to School website: <http://apps.saferoutesinfo.org/lawenforcement/>



Safe Routes to School: Creating an Action Plan Template

Note: This document can be protected to prevent unintended changes to the form. If you wish to protect the template, go to the Forms toolbar (under VIEW, Toolbars, check the Forms toolbar). On the Forms toolbar, click on the LOCK symbol to enable protection. Click on the LOCK symbol to remove the protection.

SECTION 1: School information

School name:	Oceanlake Elementary School		ACTION PLAN DATE: 9/30/2015	
Street address:	2420 NE 22nd Street			
City:	Lincoln City	State:	OR	ZIP: 97367
County:	Lincoln	School district:	Lincoln County School District	
Type of school:	<input checked="" type="checkbox"/> Public school <input type="checkbox"/> Private school <input type="checkbox"/> Charter school			
School Web site (if any):	www.lincoln.k12.or.us/schools/oceanlake			
Total student enrollment:	440	Grades served:	K-6 in 2014-15; K-2 starting in 2015-16	
Percentage of total enrollment for each grade:	For 2014-15 school year: K= 15%, 1st = 14%, 2nd = 17%, 3rd = 14%, 4th = 14%, 5th = 15%, 6th = 11%			
Contact for Action Plan:	Tarah Campi		Phone:	541-924-8480
E-mail:	tcampi@ocwcog.org			

SECTION 2: Forming the School Team

1. The key partners of the School Team are (Instructions, Page 1):

<ul style="list-style-type: none"> School principal or designated school staff representative endorsed by the school district: 	<p>Rilke Klingsporn, Principal Rebecca Bostwick, Teacher</p>
<ul style="list-style-type: none"> A parent who represents or has the endorsement of a recognized school/parent organization or site council: 	<p>We've reached out to parents through the Oceanlake Parent Group and through distributing meeting invitations to families and posting information in school newsletters and on Facebook.</p>
<ul style="list-style-type: none"> City or county staff or representative endorsed by the local road authority: public works, planner, roadway engineer, etc. 	<p>Timothy Novak, City of Lincoln City Planning Dept. Stephanie Reid, City Engineer, City of Lincoln City Lila Bradley, Public Works Director, City of Lincoln City</p>

<ul style="list-style-type: none">• Member of the local traffic safety committee (if one exists):	None exists in Lincoln City

2. Identify all other participants of the School Team (Instructions, Page 1):

<ul style="list-style-type: none"> School or district representation: facilities, maintenance, pupil transportation, etc. 	<p>Sue Graves, Safety Coordinator for Lincoln County School District</p>
<ul style="list-style-type: none"> Local government representation: council, commission, planner, law enforcement, EMS or fire department, bike/pedestrian advisory committee, transit agency, etc. 	<p>School Resource Officer Oscar Escalante, City of Lincoln City Police Dept. Lt. Jerry Palmer, City of Lincoln City Police Dept. Chester Noreikis, City Council member, City of Lincoln City Lincoln City Mayor Don Williams Tarah Campi, Oregon Cascades West Council of Governments staff Soren Klingsporn, Lincoln City Sustainability Committee member</p>
<ul style="list-style-type: none"> Community representation: neighborhood association, chamber of commerce or business association, bike/ped advocates, public health, community groups, non-profit organizations, rail, trucking industry, media, marketing, etc. 	<p>Rich Waller, Coordinated Approach to Childhood Health Program Director, Samaritan Health Services</p>

SECTION 3: Assessing the modes of student travel

1. Briefly describe the school attendance area. Boundary maps may be available from the school district or can be downloaded and printed from the school website. If available, please include as supplemental information:

The attendance area for Oceanlake Elementary in the 2014-15 school year included the north side of the D River to the Rose Lodge area (except between Holmes Rd and 4422 NE Devils Lake Road) on the east side of Hwy 101. On the west side of Hwy 101, the attendance area included NW 39th Street to the Rose Lodge area. See the District Area Boundaries map and Google map included with this document. Oceanlake Elementary is bordered by NE 22nd Street to the north, NE Reef Avenue to the west, NE Surf Avenue to the east, and NE 21st Street to the south. The Lincoln City Community Center is 0.5 miles west of the school on NE Oar Place.

Lincoln County School District reconfigured the grade distribution of several schools, which transforms Oceanlake from a K-6 school to a K-2 school starting in the 2015-16 school year. All K-2 students living from Depoe Bay (about 12 miles south of Lincoln City) to the Rose Lodge area (about 7 miles north of Lincoln City) now will attend Oceanlake. Previously some had attended Taft Elementary. All students in grades 3-6 living in this area (including those who previously attended Oceanlake) now will attend Taft instead. While an average school year brings a 20%-25% turnover in students, a turnover of 50%-60% was expected for fall 2015 after the reconfiguration, according to the Oceanlake principal.

Some students may live closer to their school after the reconfiguration, while others

may live further away.

Many students live in rural areas on the outskirts of town: The parent survey conducted at Oceanlake in fall 2014 showed that 47% of the 106 respondents live more than 2 miles from the school (see the parent survey data report included with this document). According to data from school administrators, a total of 107 of the school's 440 students (24%) lived within 2 miles of the school during the 2014-15 school year.

2. What is the school or the school district policy regarding students' mode of travel to school? Is there a "preferred method of travel" recommended by the school or the district's pupil transportation office? Are there any travel modes not allowed? Why?

Elementary/Intermediate students (grades K-8) who live more than one mile from school can be transported by bus. Students who live less than one mile from the school can be transported by bus if walking/biking would require them to cross Highway 101. The district does not have a policy about the preferred method of travel to school aside from providing busing to students according to Oregon State statutes. There are no travel modes that are prohibited. However, students are not allowed to cross Highway 101 by walking/biking. Bus routes will be altered with the attendance changes starting in the 2015-16 school year.

3. Does the school have a Supplemental Plan in place that allows students to be bused to school who live within the mile walking distance of the elementary school, or 1.5 miles for the middle school? If so, what are the health or safety reasons for the Plan?

Mileage exceptions for health, safety, or disability are made in accordance with the district's approved supplemental plan. If there are safety issues due to lack of sidewalks or if students would need to cross Highway 101 to access their school, they can ride the bus. Students living in several neighborhoods directly east of Oceanlake Elementary can ride the bus due to lack of sidewalks in their neighborhoods (see the area outlined in red on the bus route map included with this document).

4. Mapping and brainstorming session held. Include copies of maps, including Scatter Maps, with Action Plan write-up.

We identified (check the statements that apply):

- the residential areas where students are known to walk and/or bike, within the one mile walking distance for elementary students or 1.5 mile distance for middle school students.
- the routes taken by students to and from school.
- the difficult street crossings and discussed possible alternate routes.
- off-road paths that are available for walking/biking to school.
- areas where School Patrol or Adult Crossing Guard assistance occurs or where it could be beneficial if provided.
- streets where heavy traffic congestion may be hazardous to walking and/or biking.
- the areas where School Bus transportation is available.
- the areas where Supplemental Busing for hazardous busing is available.
- the arrival/departure zone (for bus, staff and parent vehicles) and how the flow of traffic influenced the safety and convenience of students walking and biking to school.

5. We walked (or biked) around the routes students take to and from school (see Instructions, Page 3.):

- a. What generalizations may be drawn from the information gathered on the "walkability" of the area around the school site?

The Safe Routes to School Action Plan team conducted a Walkability Audit 3/10/15. Photos and highlights from the Walkability Audit are included with this report, emphasizing sidewalk connectivity and the safety of intersections near the school. Sidewalk connectivity is a particular concern to the south of the school.

The City of Lincoln City's Safe Routes to School Existing Conditions map, produced by the Planning Department in 2013 (and included with this report), highlights areas of concern. The Existing and Planned Infrastructure Improvements map produced by the Planning Department in 2015 (also included with this report) shows infrastructure projects planned in the vicinity of the school, including a project on NE 22nd Street directly in front of the school, which was constructed in summer 2015. See photos #6-10 for "Before" and "After" views of this project that enhances pedestrian safety and visibility.

The City of Lincoln City's 2013 Bus Stop map (also included with this report) shows areas where sidewalks are needed, adjacent to almost all bus stops that serve Oceanlake Elementary. Those in the direct vicinity of the school are: NE Oar Avenue from NE 14th Street to NE 21st Street; NE 21st Street from Highway 101 to NE Surf Avenue (excluding the sidewalk in front of the Lincoln City Community Center); and NE 14th Street, transitioning into NE West Devils Lake Road from the highway to NE 22nd Street.

These maps also could help identify walk/bike group recruitment areas or the creation of recommended-routes maps in the future.

The October 2014 parent survey conducted at Oceanlake Elementary showed that among parents who do not currently permit their students to walk/bike to school, the major concerns affecting that decision are: 1) distance, 2) weather/climate, 3) speed of traffic along the route, 4) safety of intersections and crossings, and 5) amount of traffic along the route (see #7 on page 17). When the same survey was administered in 2009, parents ranked the same items as priorities, except "presence of sidewalks/pathways" replaced "safety of intersections and crossings" on the list in 2009; sidewalks/pathways ranked 6th in the 2014 survey.

A Safe Routes team member representing Samaritan Health Services conducted an analysis of the 2014 parent survey data to reprioritize parents' responses based on which responses the team would be able to directly influence. For example, weather and distance are not able to be impacted by SRTS activities in the same tangible way as infrastructure or education projects -- Although walk/bike recruitment sites can help mitigate concerns about distance, and activities can be timed during better-weather seasons. Based on his analysis, the #1 response was traffic speed along the route to school; #2 was safety of intersections and crossings; #3 was sidewalks/pathways; #4 was crossing guards; and #5 was having adults to walk or bike with. His analysis is included with this report.

The Lincoln City Community Center is 0.5 miles west of the school on NE Oar Place, and is a popular after-school destination for students, according to school staff and comments from parents in the 2014 parent survey. The survey showed that 10% of students walk in the afternoons, and the respondents who cited walking all lived either less than 1/4 mile from the school, between 1/4 and 1/2 mile from the school, or else more than 2 miles from the school. Staff said the students who live more than 2 miles from the school and cite walking home from school likely are walking to the community center or other after-school activities / care, rather than walking to their residences.

The in-class student transportation tally administered in Oct. 2014 (see #6 on page 17, and see the data report included with this document) showed that 4% of students walked to school in the morning and 6% in the afternoon, so there is considerable room for growth in these areas. The parent survey findings showed 4% of students walk to school in the mornings and 10% in the afternoons. While the tally provides a snapshot of 2 specific days, the parent survey addresses trends.

There are no crossing guards serving Oceanlake, however staff members sometimes are present at the entrance of the parking lot as well as by the parent drop-off and bus area to monitor children arriving and departing. Staff reach out to individual students / families regarding parking lot safety as needs arise. Staff have expressed concerns that parents sometimes arrive a half hour or more before school ends to secure a parking spot closer to the school in order to pick up their child. They park in the school's parking lot, along the streets, and in nearby church parking lots and neighborhoods. A Sept. 2014 article in the Lincoln City News Guard newspaper highlighted increased police patrols around Oceanlake and other local schools during pickup/dropoff hours because of traffic congestion from parent vehicles. That article is

included with this document. Also in Sept. 2014, the Safe Routes team received a letter from a concerned citizen noting that the only crosswalk in the vicinity of the school is at NE Surf Street and NE 22nd Street (see photo #6), but dangerous mid-block crossings are common. A copy of the letter is included with this document. During a subsequent Safe Routes team discussion, school staff concurred that mid-block crossings in front of the school are common; staff do reach out to parents about parking-lot / pedestrian safety by providing verbal information. During summer 2015, an intersection improvement at the corner of 22nd Street and Surf Avenue was completed which should help alleviate these concerns by making the intersection easier to navigate. This project was discussed above and is shown in photos #7-10. The City recommends a crash or speed study after this improvement has been in place for some time, to evaluate its effects. It should be noted that the intersection improvements are not likely to eliminate the tendency to cross mid-block, here or at other areas near the school. Education and vigilance should be maintained.

b. In what ways does the school promote pedestrian safety?

The school is active in promoting pedestrian safety on a case-by-case basis, as described above. A crossing guard previously has been located in front of the school at the intersection of 22nd Street and Surf Avenue, during times when buses come through the parking lot while students are crossing. The school could consider reinstating the guard patrol, especially considering the younger student population attending Oceanlake starting in the 2015-16 academic year. Other locations west of the school also could be considered for patrol.

Staff also have held classroom discussions about refusing to talk to strangers if they attempt to stop students while they are walking to and from school. When students travel with teachers to off-campus locations, such as during field trips, staff members discuss pedestrian safety, including the need to stop at each intersection and look in each direction to determine when crossing is safe. As situations arise, teachers speak individually with students, reminding them of safety issues and how to safely get to and from school.

Through a grant from the Oregon Health Authority / National Highway Traffic Safety Administration, the city is active in promoting pedestrian safety through the installation of signs that remind pedestrians at major intersections to show their intent to cross before stepping into traffic. Some of these signs were installed along Highway 101 near Oceanlake during summer 2015.

- c. What generalizations may be drawn from the information gathered on the “bikeability” of the area around the school site?.

According to the Lincoln City Transportation System Plan (see map included with this document), the intersection of Highway 101 and NE 22nd Street is a high-utilization area for bicycles, but west of this intersection, the only existing bike lane in the direct vicinity of the school is a segment of the Head to Bay Trail, along West Devils Lake Road and NE Surf to the intersection with NE 22nd Street. A section of this path is pictured in the photos included with this document (see photo #4). Bike lanes on NE 22nd from NE Surf to Hwy 101 are part of the city's long-range plan. Topographical constraints, on-street parking within the residential areas, and existing commercial and residential build-out further restrict bike and pedestrian mobility in the area.

- d. Evaluate the bicycle facilities provided for the students’ use:

A bicycle rack is displayed prominently in front of the school, which staff have observed to be used infrequently. The bike rack is uncovered (see photo #1) and is a "wheel bender" style rack, which is not the current standard. Currently no students use the rack, according to the principal; it is used by one adult volunteer (twice per week). The principal does not expect an increase in utilization when the school is attended by younger students starting in the 2015-16 school year.

- e. In what ways does the school promote bicycle safety?

The school's only current formal promotion of bicycle safety is through partnering with the City of Lincoln City Police Department to promote community "bike rodeos" twice per year. Staff also provide input regarding the locations of the rodeos. According to a Safe Routes Action Plan completed for Oceanlake and other local schools in 2009, fifth-grade students at that time learned bicycle safety as part of their health curriculum. Some students received helmets and participated in in-town bicycle rides when they completed the curriculum study and final test. Informal discussions were held about helmet safety. Reinstating these bicycle education and encouragement activities could potentially be considered in the future.

Since 2002, the Police Department's community "bike rodeo" events are held every spring and summer and are open to all children ages 5-12. Participants are taught about bike safety such as road rules, proper use of equipment, and hand signals. During the event, equipment is checked for safety conditions and properly fitted. Parents also receive education regarding the proper use of safety equipment, such as how to appropriately fit a helmet for their child. The police department purchases helmets and collects donations of helmets for this event, and helmets are distributed to children who don't have them.

According to input from the City of Lincoln City Police Department, police officers are active in promoting the use of bicycle and skate helmets throughout the community, including distributing free helmets at the local skate park, at community events, etc. in addition to at the bike rodeos, as funds allow. During their patrols, police sometimes issue citations for the parents of youths who are found to be without a helmet multiple times.

At Oceanlake, the in-class student transportation tally administered in Oct. 2014 (see

#6 below, and see data report included with this document) showed that morning and afternoon biking numbers both were 0%, so there is considerable room for education in this area. According to staff, any education should focus on lifeskills rather than a more narrow focus on transportation to school, since many students aren't able to bike to school from home because of infrastructure / safety concerns or other factors. The parent survey administered in Oct. 2014 reported 1% morning biking and 0% afternoon biking. Opportunities such as bike rodeos and Walk and Bike to School Day can foster increased awareness, social norming, and participation. Establishing recruitment areas can help ensure that students use a safe route and have safe adult supervision.

The City of Lincoln City's 2012 Walking and Biking Plan cites a goal to expand police department offerings about walking and biking (page 53 of the plan found at www.lincolncitypedbike.org), including partnering with local organizations to promote walking and biking. Safe Routes to School efforts directly promote these goals.

6. We conducted the In-Class Student Tally (see page 3 of Instructions) and this is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
% of Students	4% Morning 6% Afternoon	0% Morning 0% Afternoon	50% Morning 59% Afternoon	43% Morning 33% Afternoon	3% Morning 2% Afternoon	0% Morning 0% Afternoon	0% Morning 0% Afternoon

7. We conducted the Parent Survey (see page 3 of Instructions).

Of the surveys that were returned, these are the TOP 5 Issues of parents whose students do NOT walk/bike to school:

- Distance
- Convenience of driving
- Time
- Before / after-school activities
- Traffic speed along route to school
- Traffic volume along route
- Adults to walk / bike with
- Sidewalks or pathways
- Safety of intersections & crossings
- Crossing guards
- Violence or crime
- Weather or climate

Section 4: Summarizing the findings

1. List the physical environmental barriers and hazards. (See Instructions, Page 5.)

The City's 2012 Walking and Biking Plan cites that improvements are needed to sidewalk connectivity along NE 22nd Street to Oceanlake Elementary and nearby locations. "Although NE 22nd Street has sidewalk from US 101 to Kirtsis Park, the community center, a church, and the two schools," the plan states, "several intersections that children and adults must cross pose hazards. This area should be improved to slow traffic and make walking and biking safer, especially for children." Mid-block traffic crossings as discussed previously in this document also are a hazard.

In the direct vicinity of Oceanlake, sidewalks are needed along NE Oar Avenue from NE 14th Street to NE 21st Street; NE 21st Street from Highway 101 to NE Surf Avenue (excluding the sidewalk near the Lincoln City Community Center); and NE 14th Street, transitioning into NE West Devils Lake Road from the highway to NE 22nd Street. The project at the corner of 22nd Street and Surf Avenue, as shown in photos #7-8, will be beneficial to pedestrian safety in this area and mitigate mid-block crossings as discussed previously in this document. Sidewalk widths as shown in photo #3 also are a concern in some places.

Congestion from parent pick-ups as described previously is another challenge.

Oceanlake is on a slight hill, so site distance if approaching from the west is limited. See photo #3.

Another challenge is that many students live in rural areas on the outskirts of town and in low-income apartment housing that is not within walking/biking distance of the school. The parent survey conducted in October 2014 shows that 47% of the 106 respondents live more than 2 miles from the school, while 8% live less than 1/4 mile, 11% live 1/4 to 1/2 mile, 12% live 1/2 to 1 mile, and 20% live 1 mile to 2 miles.

2. List the education/encouragement/enforcement barriers and hazards.
(See Instructions, Page 5.)

To avoid traffic congestion in the school's parking lot, some parents arrive a half hour or more before school ends and park on nearby streets waiting for their children, which increases traffic congestion in the nearby neighborhoods. Others take their children out of school early to avoid traffic. The school district is considering enacting a policy that limits the circumstances and amount of time by which a student can be pulled out of school early. Enforcement of this policy, when/if enacted, could help mitigate congestion from parked vehicles.

The team could pursue opportunities to bolster the school's culture regarding walking and biking: The 2014 parent survey found that 66% percent of respondents answered "neutral" on a question regarding their opinions of how fun it is to walk/bike to school. Another 27% cited "fun or very fun," while 7% cited "boring or very boring." The survey found that 32% cited "neutral" on a question regarding how healthy it is to walk/bike to school. Another 64% cited "healthy or very healthy," and 3% cited "unhealthy." 79% said the school neither promotes nor discourages walking/biking. Education and outreach can help foster increased support.

One-time events such as Walk and Bike to School Day raise awareness, foster social norming, and provide opportunities to distribute safety information that is relevant not

only in the context of school transportation, but also in the context of lifeskills. While not all students can walk and/or bike to school, navigating one's own neighborhood or other areas is an important skill and promotes community connectivity and a lifestyle of physical activity.

According to school staff, with Oceanlake reconfigured to a K-2 school, fewer students may walk/bike because the student population will be younger, and parents may not permit it. This change also poses an education opportunity: It should be noted that 53% of the parent-survey respondents have children who live less than 1 mile from the school, and of those respondents, the majority (65%) are parents of children in 3rd to 6th grade. This could be an appropriate and targeted starting point for education and encouragement, and would require coordination with staff at Taft Elementary, where 3-6 grade students will be attending starting in the 2015-16 school year.

The 2014 student transportation tally showed that 50% of students travel to school by school bus, and 59% travel home by school bus. Another 43% travel by family vehicle in the morning, and 33% in the afternoon. Because of their work schedules and other factors, many parents rely on school bus transportation to take their students to/from school, and many students travel via school bus to after-school activities or daycare at locations such as the Play Palace at Chinook Winds Casino Resort, 1.6 miles away from the school. According to school staff, walking/biking may not be feasible on a regular basis for many of these families, even with the use of dropoff locations for walking school buses or bike trains. Therefore, targeting recruitment to students who live closer as described above could be more feasible.

74% of Oceanlake students are from low-income families, so opportunities for providing free or low-cost activities and supplies (helmets, lights, etc.) are important. Low-income families live in areas throughout the city, including north of the school near Chinook Winds golf course, Holmes Road area, and in the vicinity of Taft High.

There are signs of a supportive culture for active transportation in Lincoln City: The 2012 City Walking and Biking Plan found that 80% of the respondents to a questionnaire indicated that they walk or bike at least on a weekly basis. Two objectives of the plan were: 1) Develop a network of routes that provide options for pedestrians and bicyclists on and off Highway 101 and 2) Identify key problem areas for pedestrian and bicycle safety, and prioritize improvements to those areas. We believe this Action Plan can help bolster the City's plan.

Section 5: Identifying the solutions and making the Action Plan

See Instructions, Pages 5-6, for details on how to complete this section, and consider the “Five E’s” in your response.

- A. List the physical improvements and possible strategies for implementation. Provide evidence that there are students who live within the proposed project area who will benefit from proposed improvements

1) Sidewalks are needed along NE Oar Avenue from NE 14th Street to NE 21st Street; NE 21st Street from Highway 101 to NE Surf Avenue (excluding the sidewalk near the Lincoln City Community Center); and NE 14th Street, transitioning into NE West Devils Lake Road from the highway to NE 22nd Street. Reef Avenue lacks sidewalks west of the school and the intersection of Reef Avenue and 22nd Street lacks a curb cut. Quay Street west of the school has no sidewalks on the east side of the street. The sidewalks along NE 22nd Street directly in front of the school vary in width.

2) There is low site distance on NE 22nd Street directly north of the school, where buses park. The four-way-stop intersection improvement during summer 2015 helps improve the safety of this intersection.

3) A street light on 22nd Avenue directly west of school would be helpful, near the intersection of North Devils Lake Road, because there is a hill and dense vegetation (see photo #4).

4) The parking lot could be reconfigured so traffic exits onto NE 21st Street directly south of the school instead of exiting onto NE 22nd Street, which has more traffic from buses, etc. The City and school district can work together to consider adding options for parking ingress and egress on 21st Street to avoid congestion on 22nd Street.

5) Also to ease traffic congestion, the school could consider off-site locations where students can walk after school for remote-pickup. Suggested site: City-owned property on the west side of Community Center, 0.5 miles west of the school.

B. List the needed safety enforcement/educational/encouragement programs and possible strategies for improvement:

EDUCATION:

1) Procure lights / helmets /reflectors and education materials to promote lifeskills education, and prioritize providing them for students from low-income families. (128 helmets were purchased with grant funds in August 2015).

2) Increased parent / student education about drop-off safety / policies could be achieved through a parent presentation, newsletter, or etc. This is especially pertinent with the large percentage of new students coming in the fall of 2015, per the grade level redistribution.

ENFORCEMENT:

1) A crossing guard could be positioned at the intersection of Quay Street and 22nd Street as well as Reef Street and 22nd Street west of the school, and the intersection of Surf Avenue and 22nd Street directly in front of the school; funding / staffing the position through the City could be considered.

2) Team members have expressed that they feel the current level of police patrols around the school is sufficient. Lt. Jerry Palmer with the City of Lincoln City Police Department noted that patrols are prioritized during pick-up and drop-off hours; this

policy should continue.

3) If a new pick-up policy is enacted at the district level reducing the amount of time by which a student can be pulled out of school early, staff can use the enforcement of the new policy as an education opportunity.

ENCOURAGEMENT:

1) Continue to work with the Lincoln City Police Department regarding Bike Rodeo promotion. To increase frequency and participation, consider seeking more volunteers, such as members of the city's active Sustainability Committee, and consider siting bike rodeos at schools to promote safety, education, and encouragement while fostering positive interactions between students and police officers.

2) Walk and Bike to School Days and meetup locations: Conveniently located recruitment areas for Walk and Bike to School Days would be helpful for students who live far from school and are unable to walk/bike from home due to safety and distance concerns, and also would be relevant for students living nearby. Such locations enable parents to drop off students at designated locations to walk/bike to school with trained / approved adult volunteers. The school could consider implementing a few meetup days per school year. Liability concerns could be mitigated by reviewing best practices from other school districts (Corvallis School District and Sweet Home School District, for example). It should be noted that Oceanlake students only participate in PE during the fall semester (September - January, roughly 18 weeks per year), because the PE teacher's time is split between Oceanlake Elementary and Taft Elementary. Bike and/or pedestrian encouragement and education can help foster a culture of yearlong and lifelong physical activity.

The Oceanlake Principal has noted that fewer parents may permit their students to walk/bike to school when Oceanlake is a K-2 school, because the student population will be younger. In the parent survey administered in Oct. 2014 at Oceanlake, when asked "At which grade would you allow your child to walk or bike to/from school without an adult," 5 of the 106 respondents said 3rd grade; 2 respondents said 4th grade; 10 respondents said 5th grade; 9 respondents said 6th grade; 2 respondents said 7th grade; 4 respondents said 8th grade; 4 respondents said 9th grade; 2 respondents said 10th grade; and 63 respondents (59% of the total number of respondents) cited that their child(ren) would not be permitted to walk/bike to school alone at any grade. (The remaining 5 respondents did not answer the question). While this data is specific to this specific set of 106 respondents, it can help inform future outreach, including potential grade-level-specific bike/pedestrian safety education and encouragement.

Walk/bike recruitment areas can be a tool to assuage parents' concerns, because students are dropped off at designated meeting spots and trained adult volunteers can lead the children, so they are not traveling to school alone. Recruitment areas also could be specifically promoted to older students, at Taft Elementary, where 3-6 graders will be attending starting in 2015-16. Siting of recruitment areas is dependent on safe infrastructure (crossings, sidewalks, etc.) See #5 below.

Since infrastructure for walking to school is more sufficient than infrastructure for

biking to school, meetup locations for walking school buses could be established a few times per year, perhaps targeting students within 1.5 miles of the school. The school could seek and train parent and community volunteers such as the city's active Sustainability Committee, local church members, etc. to make these efforts sustainable.

- C. Prioritize the strategies. Assign a time schedule for implementing these strategies. If there are areas earmarked for improvements, include maps identifying those areas:

SHORT TERM:

- 1) Explore options for procuring lights/ helmets and education materials to promote lifeskills bike/pedestrian education, and prioritize providing them for low-income students. (128 helmets were purchased with grant funds in August 2015).**
- 2) Pursue increased parent / student education about drop-off safety through a parent presentation, newsletter, or etc. Especially pertinent with back-to-school and the large percentage of new students coming in fall 2015.**
- 3) Evaluate opportunities for promoting/expanding Bike Rodeos with Lincoln City Police Department, including siting rodeos at schools.**
- 4) Enforce new district-level pickup policy if enacted.**

LONG TERM:

- 1) Pursue options for crossing guards along NE 22nd Street at the intersections with Quay Street, Reef Street, and Surf Street.**
- 2) Pursue policies about walk/bike to school days with district staff and Taft staff.**
- 3) Continue conversations with ODOT and the City of Lincoln City regarding infrastructure improvements (sidewalks, intersection improvements, lighting) as outlined above in this plan. Specifically, sidewalks are needed along NE Oar Avenue from NE 14th Street to NE 21st Street; NE 21st Street from Highway 101 to NE Surf Avenue (excluding the sidewalk near the Lincoln City Community Center); and NE 14th Street, transitioning into NE West Devils Lake Road from the highway to NE 22nd Street. Reef Avenue lacks sidewalks west of the school and the intersection of Reef Avenue and 22nd Street lacks a curb cut. Quay Street west of the school has no sidewalks on the east side of the street.**

We believe the infrastructure and non-infrastructure improvements outlined in this document would make a tangible improvement to safety for the school and community, and result in increased walking and biking among students.

Section 6: Submitting the Action Plan

Submit this completed Action Plan Template and all supplemental materials including any optional collected information, along with the Safe Routes to School Application.

Optional Assessments Page – Not Required

You may use this page to record additional information for the school team's use.

- Pictures and/or video footage were taken to document the barriers and hazards.
- If information was gathered by interviewing additional sources, check all that apply:
 - school patrol or crossing guard or safety supervisor
 - law enforcement
 - school bus driver or dispatcher
 - local roadway or traffic safety engineer
 - city or county planner

Highlight information learned:

The City Engineer for the City of Lincoln City, and City planning staff, have been actively involved throughout the duration of this project and their input is incorporated into this document. They also produced maps that accompany this document and are referenced in it. Law enforcement officers also have been involved throughout the duration of the project; their input also is incorporated in this plan.

- Check here if Observational Survey was completed.

This is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
# of Students							

4. Record any additional information gathered, such as traffic volume data, speed study data, etc.

The City Engineer for the City of Lincoln City recommends a speed study at the intersection of 22nd and Surf, where infrastructure improvements were made in the summer of 2015 (see photos 7-8).